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ABSTRACT

Recognizing that school personnel serving limited English proficient students would benefit from objective and valid measures of language assessment, a study viewed the oral language performance of second language learners of English between the ages of six and eight in order to chart the development of selected syntactic structures in their speech. Language samples were obtained from Spanish-dominant children. A total of 4,500 utterances were scored from one to eight within grammatical categories in relation to their appearance in language development. A score of one was given to patterns that appeared early and a score of eight was awarded to those that normally developed later. The grammatical categories included indefinite pronouns or noun modifiers, personal pronouns, main verbs, secondary verbs, negatives, conjunctions, interrogative reversals, and wh- questions. The results support the conclusion that second language learners demonstrate similar levels of category usage across age levels. High correlations were found at each of the age levels for noun modifiers, pronouns, main verbs, and conjunctions. These results support the conclusion that these four grammatical categories could be used to measure the language development of second language learners. The findings also demonstrated a pattern of differential syntactic development that was not readily apparent when comparing only total language development scores. (HOD)

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ENGLISH SYNTACTIC DEVELOPMENT OF SECOND LANGUAGE LEARNERS: ANALYSIS OF FREE DISCOURSE AT AGES SIX, SEVEN, AND EIGHT

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Introduction

Demographic data have underscored the fact that of all the minority populations in the country, the fastest growing is the Hispanic. This population is frequently marked by the limited or non-English proficient nature of its constituents. Until recently schools have done little to address the specific needs of this extremely important segment of school age children. The efforts that have been undertaken have been at best sporadic. There is a pressing need for a concerted effort which would lead to a more sophisticated identification of the weaknesses as well as the resources which Hispanic children bring to the school environment.

Judicial decisions such as the United States Supreme Court decision in Lau v. Nichols (1974) and New York State decisions in Cintron v. Brentwood (1978), Rios v. Read (1978), and Jose P. v. Ambach (1979) have identified the need for a special type of educational program which takes the linguistic and cultural heritage of minority groups of students into account. Court directives have emphasized that the preparation of programs be based on the proper identification of language skills.

The implication in a review of court decisions is that school personnel serving limited English proficient students would benefit from objective and valid measures of language assessment and that the concern for linguistic assessment is a demonstrable societal need which is currently unmet.

It is this need which the present study addressed. The research viewed the oral language performance of second language learners of English between the ages of six and eight in order to chart the development of selected syntactic structures in their speech.

Theoretical Framework

Research with both first language (L_1) and second language (L_2) learners of English supports the usefulness of an investigation of syntactic structures in the study of language development.

Investigations with First Language (L_1) Learners

There is a broad base of research in first language acquisition of English syntactic structures (Berko and Brown, 1960; Strickland, 1962; Fraser, Bellugi, and Brown, 1963; Loban, 1963; Menyuk, 1964; and Chomsky, 1969). One of the most comprehensive examinations of syntactic development was done by Lee (1974) who performed an analysis on free

discourse samples. The researcher's subjects were a group of 200 white children from middle income homes from ages 2 to 6 years-old. Lee reviewed language acquisition research to determine the order of acquisition for grammatical categories. From her review, Lee selected noun modifiers, personal pronouns, main verbs, secondary verbs, negatives, conjunctions, interrogative reversals, and wh- questions as measurable categories. The researcher identified structures within each grammatical category and ranked them from early development (scored 1) to later development (scored 8). Speech was elicited through the use of toys, figures, sets of pictures, and a familiar nursery story by five interviewers trained as speech and language pathologists. Fifty utterances were taped and transcribed for each of the subjects. A reweighting of the original grammatical scores was performed. The reweighted score on the instrument demonstrated a progressive increase of a standard deviation between the various age levels. Lee found a significant difference in syntax usage between all successive one year age levels. The researcher also found that the categories of Main Verbs, Indefinite Pronouns, and Conjunctions were significant in discriminating between all age levels. Lee's work described the extent of syntactic growth over a wide range of first language learners and provided

a sampling and scoring procedure which is an effective tool in the research of language development. The use of free discourse sampling and scoring in the investigation of language development in second language learners had not been performed as is noted in the following brief review.

Investigations with Second Language (L_2) Learners

Researchers in the area of second language acquisition charted an almost identical course of investigative research as first language researchers. Some of the early categorizations of language development in children of limited English proficiency were gross measures of production. This gross categorization of language can be seen in a report by the Dade County Public Schools (1963), and in the work by Timothy (1964), Amsden and others (1965), and Finnochiaro and King (1966).

Among L_2 research there are also examples of direct and succinct investigations of acquisition patterns in second language learners. Ravem (1968) viewed the language development of a Norwegian 6½ year-old child acquiring English as a second language. The researcher examined the specific formation of the interrogative and negative sentences over a three month period using free conversation and a translation test. Ravem concluded that his examination of the structures indicated

that the child's maturity effected development, but there was a similarity between the first and second language acquisition patterns.

Politzer and Ramirez (1973) performed an error analysis of the spoken English of 120 Mexican-American children at the kindergarten to third grade level. The researchers found that the most frequent errors were the wrong use of the simple past tense and the omission of prepositions before noun phrases. The authors also concluded that the errors in English included expected Spanish interference errors and improper application of English rules similar to those demonstrated in first language acquisition.

Dulay and Burt (1974) reported on a cross-sectional study eliciting natural speech from 60 Spanish-speaking and 55 Chinese-speaking children of ages 6 - 8. In an investigation of eleven functors (pronoun case, article, single copula, ing, plural, singular auxiliary, past regular, past irregular, long plural, and possessive third person singular), they found that the sequence of acquisition for Spanish and Chinese children is virtually the same. The researchers note that the second language acquisition was a product of interaction between the child and the input language.

In a second study, Dulay and Burt (1975) reported on the unambiguous errors in the speech of 179 Spanish-speakers from ages 5 - 8. A survey was made to categorize errors as those caused by language interference and those reflecting language development. The authors' analysis revealed that only 4.7% of the errors could be termed of the interference type, whereas 87.1% were developmental.

Milon (1974) compared the language development of a 7 year-old Japanese immigrant to the growth shown in Klima and Bellugi (1966). Milon concluded from his analysis that the developmental stages for native speakers in Klima and Bellugi and his second language student did not differ. The stages occured in exactly the same sequence and within almost exactly identical syntactic parameters.

Dommergues and Lane (1976) investigated the effects of first language interference and analogy as students begin mastery of a second language. The researchers analyzed the results of the syntax subtest of the Test of English as a Foreign Language given to 438 native speakers of French. Their findings demonstrated that the partial congruence of syntactic patterns in the second language and the first language significantly effected learning.

Larsen-Freeman and Strom (1976) analyzed the morpheme

acquisition order of six subjects from Arabic, Japanese, Persian, and Spanish language backgrounds. Using a group scoring method outlined in Burt and Dulay (1974) they found that although there was individual variability and that native background exerted some influence, this influence was not significant.

The same group of authors (1977) reported the need for an acquisition index of development for L_2 learners of English. Using written data on 48 adult non-native English speakers, they found that the best indicators of linguistic development were the number of T-units (Minimal Terminable Syntactic Units) and the number of error free T-units.

Hernandez-Chavez (1977) reported on the semantic development of a three year-old Mexican-American boy. An analysis was performed on the first 8 month sample of a 16 month study including 347 spontaneous English utterances. The author reported among other findings that the child did not "syntactify" the semantic relations he brought from his first language.

Research in the area of first and second language acquisition parallel each other in many ways. Researchers in first language acquisition investigated patterns in

acquisition and formulated procedures through which these investigations might be conducted. This information was noted and used by second language acquisition researchers to study the issue of pattern development between L_1 and L_2 learners. Although many of the first language studies were performed in the late 1950's and early 1960's, it was not until a decade later that analogous studies were conducted with L_2 learners.

In the previously mentioned studies the investigators studied either an extensive corpus of syntax with a small sample or a discrete number of syntactic items with a larger sample of subjects. A review of these studies and others suggested the need for an extensive analysis of discourse from subjects selected through a cross-sectional design from which baseline data on overall syntactic usage could be generalized. The investigation of elements within samples of larger patterns of discourse would allow the investigator an opportunity to view the interplay of syntax in the overall communicative structure. A corpus of discourse sampled during a free speech situation would also provide the investigator an extensive language repertory from which the present and future investigations could be generated.

The general research question was: What is the syntactic

oral performance of second language learners at each of the age levels 6, 7, and 8? A second aspect of the study was to investigate measured growth of English syntax through a comparison of norms for first language learners with measured performance by second language learners.

Method

Subjects

The subjects for this study were fifteen Spanish dominant children each at ages 6, 7, and 8. Children were identified using an initial intake procedure measuring dominance of the first and acquired language. In the first stage, bilingual-licensed teachers in three public schools were asked to nominate children demonstrating oral dominance in Spanish. Pupils identified in this fashion were placed in a subject pool and randomly selected for inclusion in their respective age groups. As a second stage, the Language Assessment Scales I (DeAvila and Duncan, 1977) was administered bilingually to individual students randomly selected from teacher recommendation at the first stage. A comparison between the scores on the English and Spanish versions of the LAS I was made. Children demonstrating Spanish dominance on this measure were retained in the sample group. Any child with an English dominant score

was excluded from the study and replaced by another child randomly selected from the subject pool and administered the LAS I. Testing with the LAS I was continued until the required 15 subjects were identified for each of the age levels involved.

Procedures

Two language samplings were obtained by the researcher. First, individual children were shown pictures from the Peabody Language Development Kits and asked to tell stories about them. In the instance of conversation lulls by the child, the subject was asked speech generating questions, such as "What do you think will happen next?" or "How would you feel?", designed to offer the children an opportunity to expand discourse. The oral sample was tape recorded during the interview. A sample of 50 utterances (Appendix A) was taken during each of two separate interviews for each of the 45 subjects. The total sample of 4500 utterances was then scored, after transcription, using the Lee (1974) weighting (Appendix B).

Scoring the Protocols

Lee (1974) assigns a score from one to eight to grammatical categories in relation to their appearance in language development. A score of 1 is given to patterns which appear early and a

score of 8 is awarded to those which normally develop later. The scores are given to the following grammatical categories: indefinite pronouns or noun modifiers, personal pronouns, main verbs, secondary verbs, negatives, conjunctions, interrogative reversals, and wh- questions. A score is also assigned to sentences which are completed correctly according to Standard English practice.

Using the grammatical category scores it was possible to derive a mean grammatical category score as well as a mean total developmental score for each of the age level groupings. Correlation coefficients were also derived between the variables and comparisons made with these and scores obtained by the English norm group provided in Lee (1974).

Results

The results for this study are presented first as they reflect the oral language performance of the second language (L_2) group, and second, as they deal with comparisons between both language learner groups.

L_2 Group Oral Language Performance

The mean grammatical category scores are shown in Table 1. The evidence supports the conclusion that L_2

learners demonstrate similar levels of category usage across age levels.

Table 1.

An analysis of usage within the grammatical categories uncovered some interesting usage and error patterns. A description of usage and samples of errors follows.

Noun Modifiers (NM)

1. L_2 learners at all three age levels used it, this, and that (score 1) more than any other scorable NM structure.

2. All L_2 learners in the sample use score 1, score 3 quantity words and indefinites.

3. Errors in Noun Modifiers appear in the use of double negative constructions as well as incorrect number agreement.

Sample Text: a. She doesn't do nothing.
b. ... 'cause some people take some needle and put it inside the apple . . .

Personal Pronouns (PN)

1. All subjects with the exception of one at age seven use first, second, third person, and plural pronouns.

2. Errors in Personal Pronouns appear in case formation, number, and gender agreement.

Sample Text: a. ... take care of theyself.
b. ... her got the suit from Wonder Woman.
c. It's a witch there and he's looking out the window.

Table 1. L_2 Mean Grammatical Category Scores

Age	NM	PN	MV	SV	N	C	I	W-Q
6	82.2	197	167	66	26	126	.2	1.3
7	82.6	207.8	203.6	60.9	20.1	116.9	2.1	2.8
8	102.9	223.4	221.8	70.7	26.2	176.5	2	1.9

Legend: NM - Noun Modifiers; PN - Personal Pronouns; MV - Main Verbs; SV - Secondary Verbs; N - Negatives; C - Conjunctions; I - Interrogative Reversals; W-Q - Wh-Questions.

d. Then she sat in the red chair and they broke.

Main Verbs (MV)

1. All subjects use uninflected and past and present verbs.

2. All subjects with the exception of one at age 6 use the present tense of modal verbs and obligatory - do in questions and negatives.

3. Errors in Main Verbs are seen in semantic inaccuracies, incorrect number agreement, incorrect use of irregular tenses, and incorrect tense markers.

Sample Text: a. They take me a shot.
b. Only people was sleeping.
c. He catch the ball.
d. I paint (ed) all this.

Secondary Verbs (SV)

1. The most frequent Secondary Verb category at all age levels is the early developing infinitive at score level 2.

Conjunctions (C)

1. All subjects use the Conjunction and in their recorded discourse.

2. Subjects use because (score 6), or (score 5), and like (score 8) more frequently than other Conjunctions within the respective age level groups.

Table 2 presents the correlation coefficients between the separate grammatical categories at each of the age levels. The results in Table 2 demonstrate consistently high correlations at each of the age levels (NM: .74, .69, .87; PN: .79, .85, .94; MV: .90, .94, .89; C: .88, .91, .96) for Noun Modifiers, Pronouns,

Main Verbs, and Conjunctions. These results support the conclusion that these four grammatical categories could be used to measure language development of L_2 learners.

Table 2.

L_1 / L_2 Oral Language Comparisons

The design of the study allowed various comparisons to be made with the L_1 language norms developed in Lee (1974) using middle class white first language learners. The initial hypothesis that L_1 learners would exhibit advanced levels of development in comparison to L_2 learners was supported. However, the findings also demonstrated a pattern of differential syntactic development which is not readily apparent when comparing only total language development scores. Tables 3 and 4 present mean total grammatical category scores for the L_1 and L_2 groups demonstrating the overall grammatical performance of the separate groups.

Table 3.

Table 2. Grammatical Category/Total DSS Correlations - Six - Eight Year-Old L_2 Learners

Age	NM	PN	MV	SV	N	C	I	W-Q
6	.74	.79	.90	.38	.66	.88	.15	.21
7	.69	.85	.94	.66	.41	.91	.30	.01
8	.87	.94	.89	.73	.67	.96	.13	.48

Table 3. Mean Grammatical Category Scores - L_1 Norm

Age	NM	PN	MV	SV	N	C	I	W-Q	SP
2	36.55	42.08	50.70	12.68	12.98	7.02	5.32	5.95	24.50
3	49.50	94.25	94.08	16.22	16.00	20.60	7.63	4.80	35.28
4	56.80	105.53	108.90	25.08	17.40	36.25	7.32	6.40	37.15
5	68.35	108.42	139.20	21.72	13.75	61.32	2.00	4.82	39.10
6	76.20	109.50	162.95	36.48	15.83	100.95	1.98	2.05	41.38

Legend: NM - Noun Modifiers; PN - Personal Pronouns; MV - Main Verbs; SV - Secondary Verbs; N - Negatives; C - Conjunctions; I - Interrogative Reversals; W-Q - Wh-Questions; SP - Sentence Point. Note. From Developmental Sentence Analysis: A Grammatical Assessment Procedure for Speech and Language Clinicians by Laura L. Lee. Evanston, Northwestern University Press, 1974.

Table 4.

The differential syntactic development of L_2 learners is apparent when one superimposes the three age level L_2 groups upon the norm chart for L_1 learners. Although development for the L_2 group never exceeds that of the six year-old L_1 learner, development within each age level within the L_2 group extends over a range of various years. Table 5 presents this differential growth in a graphic form.

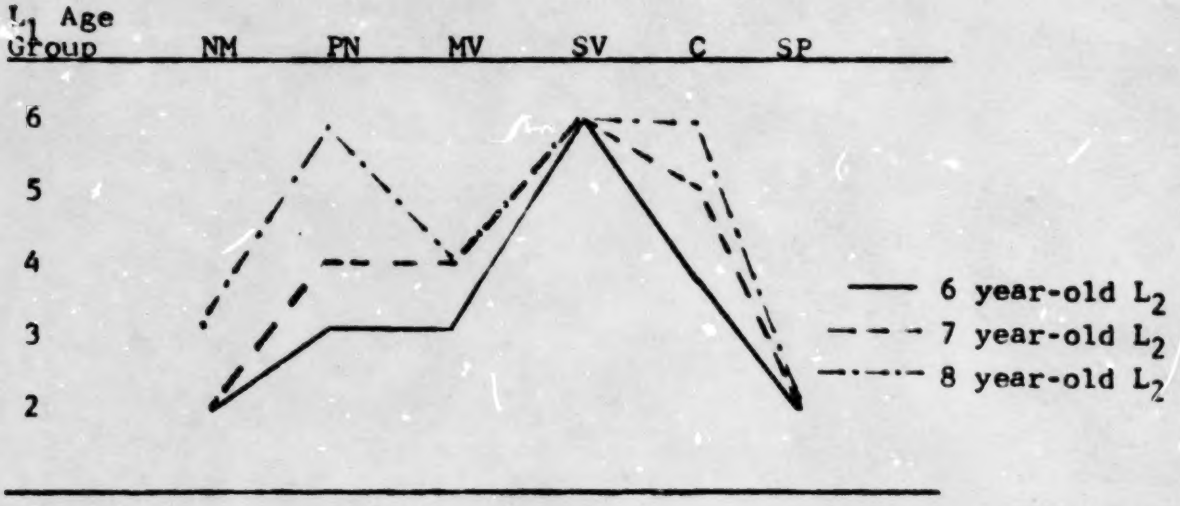
Table 5.

It is interesting to note in a review of Table 5 that subjects at all age levels accurately complete sentences at about the same rate. The subjects likewise demonstrate a similar performance of Secondary Verb usage. It is apparent from the data that an examination of any single discrete grammatical category would not reflect the varied development evidenced in a review of all five grammatical categories. Single item sampling would therefore misrepresent total grammatical performance.

Table 4. Mean Grammatical Category Scores - L_2 Sample

Age	NM	PN	MV	SV	N	C	I	W-O	SP
6	41.6	98.5	83.7	32.93	11.13	63.16	.06	1.33	24.63
7	41.3	103.9	101.8	30.43	10.13	58.43	1.03	1.40	25.43
8	51.4	111.7	110.9	35.36	13.10	88.26	1.00	.96	28.06

Table 5. Differential Grammatical Development L_1/L_2 Groups



Limitations

An interpretation of the results of the current investigation must be tempered by a few of the limitations of the study. This research was undertaken with children whose native language was Spanish. Although the Hispanic group constitutes a major portion of second language learners of English in this country, it must not be inferred that the developmental patterns are the same for non-Hispanic language groups. It must also be noted that even though large language samples were taken and analyzed these may or may not reflect the entire linguistic repertory of the subjects nor that the samples are evidence of language used with peers. Care must also be taken in inferring that the eight grammatical categories in this investigation are inclusive indicators of overall language development or communicative competence.

Discussion

The results in this study have particular implications for the development of identification instruments and curriculum materials for second language learners of English. In the area of assessment it became obvious that even though a total syntactic language development score would classify

students as delayed in relation to their first language peers, the derived overall score would not tell the complete story of the differential development among the grammatical categories. This particular study documented the fact that even the youngest L_2 learner demonstrated a four year range in grammatical usage when compared to the L_1 norm. It is apparent that materials developed for second language learners must reflect the uneven growth in grammatical areas. Materials and instruction which focus so as to reflect the overall development delay will waste precious time in instructing categories which have already been mastered. It is important to realize that the best instructional approach taken with second language learners may not be just a slower version of the curriculum offered to first language learners.

The purpose of this study was to investigate the development of syntax in second language learners of English. The investigator tape recorded and transcribed 4500 utterances elicited through a free discourse interview situation and provided baseline information on the language development of 45 subjects. Because the process of obtaining the language sample was non-discrete it provided information for this current research and future investigations using other scoring procedures.

Because of the extensive nature of the interview and scoring procedure a few comments on this procedure seem in order. An investigator considering embarking on the analysis of any aspect of language samples taken in a free discourse mode should be aware from the outset of the time which is required both in tape recording and transcribing the language sample before beginning to score the text. In the current investigation each of the two tape sessions took one-half hour with approximately one hour of transcription for each segment. The total tape recording and transcription time for the sample of 45 students occupied approximately 135 hours. Because the Lee (1974) scoring system is rather complex it took approximately 15 - 20 minutes per child interview to accurately score each protocol. Of course, as the scorer became more proficient with the scoring guide and many of the sentence patterns were repeated among the children, the scoring process became a little quicker. Scoring was completed in approximately 25 hours.

Although simple addition in the foregoing paragraph will warn future investigators of the perils of free discourse investigations it should be noted that there are two very important justifications for the effort. The investigator

is recording discourse which reflects the natural response pattern of the subject. The investigator is also recording discourse which includes grammatical categories and their relationship to the whole discourse unit. A free discourse sample allows the investigator a glimpse of the communication process. Although the process is cumbersome, the insights into language are endless.

The study of language and language usage among second language learners is a field in which much investigation is yet to be done. Information derived from this study and others similar in nature can provide a basis for policy decisions for the education of many of the underserved students in our schools today.

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Appendix A: Sample Language Protocol

Age Six - L_2 School Date Interviewer

SENTENCE	N.M.	P.N.	M.V.	S.V.	N	C	I	W.O	S.V.	
1. A boy fell.			2						1	3
2. The ambulance came.			2						1	3
3. Then a man came.			2						1	3
4. Then the cops was looking at the boy.			-							0
5. Then a girl came and looked at the ambulance car.			2, 2			3				7
6. Then the ambulance took something out and put it in his nose.	3, 1	2	2, 1			3				12
7. He was in the moon.		2	2							4
8. Then he was flying.		2	2						1	5
9. Then something came and it got him.	3, 1	2	2, 2			3			1	14
10. Then everyone got away.	7		2						1	10
11. Then he had something on his back.	3	2,2	2						1	10
12. He would die.		2	6						1	9
13. He would take that off.	1	2	6						1	10
14. A girl was looking out the window.			2						1	3
15. Then there was a lot of spider webs.			-							0
16. Then a spider came.			2						1	3
17. A bird was behind the window.			2						1	3
18. Then they broke the part from the other window.	3	3	2						1	9
19. Then the lady, she gots something in the window.	3	2	-							5
20. I got a lot of candies and I got three pennies.	3	1,1	-, -			3				8
21. 'cause maybe there are some strangers and they can get your candies.	3	3,1	2, 4			3			1	17

Appendix B: DSS Scoring Chart

Chart 8. The Developmental Sentence Scoring (DSS) Reweighted Scores

SCORE	INDEFINITE PRONOUNS OR NOUN MODIFIERS	PERSONAL PRONOUNS	MAIN VERBS	SECONDARY VERBS	NEGATIVES	CONJUNCTIONS	INTERROGATIVE REVERSALS	WH-QUESTIONS
1	it, this, that	1st and 2nd person: I, me, my, mine, you, your(s)	A. Uninflected verb: *I see you.* B. copula, is or 's: *It's red.* C. is + verb + ing: *He is coming.*		it, this, that + copula or auxiliary is, 's, + not: *It's not mine.* *This is not a dog.* *That is not moving.*		Reversal of copula: *Isn't it red? Were they there?*	
2		3rd person: he, him, his, she, her, hers	A. -s and -ed: *plays played* B. irregular past: *ate, saw* C. Copula: *am, are, was, were* D. Auxiliary *am, are, was, were*	Five early-developing infinitives: *I wanna see* (want *to see*) *I'm gonna see* (going *to see*) *I gotta see* (got *to see*) *Lemme* [*to*] *see* (let me [*to*] *see*) *Let's* [*to*] *play* (let [*us to*] *play*)				A. who, what, what + noun: *Who am I? What is he eating? What book are you reading?* B. where, how many, how much, what . . . do, what . . . for: *Where did it go? How much do you want? What is he doing? What is a hammer for?*
3	A. no, some, more, all, lot(s), one(s), two (etc.), other(s), another B. something, somebody, someone	A. Plurals: we, us, our(s), they, them, their B. these, those		Non-complementing infinitives: *I stopped to play.* *I'm afraid to look.* *It's hard to do that.*		and		
4	nothing, nobody, none, no one		A. can, will, may + verb: *may go* B. Obligatory do + verb: *don't go* C. Emphatic do + verb: *I do see.*	Participle, present or past: *I see a boy running.* *I found the toy broken.*	can't, don't		Reversal of auxiliary be: *Is he coming? Isn't he coming? Was he going? Wasn't he going?*	
5		Reflexives: myself, yourself, himself, herself, itself, themselves		A. Early infinitival complements with differing subjects in kernels: *I want you to come.* *Let him* [*to*] *see.* B. Later infinitival complements: *I had to go. I told him to go. I tried to go.* *He ought to go.* C. Obligatory deletions: *Make it* [*to*] *go.* *I'd better* [*to*] *go.* D. Infinitive with wh-word: *I know what to get.* *I know how to do it.*	isn't, won't	A. but B. so, and so, so that C. or, if		when, how, how + adjective: *When shall I come? How do you do it? How big is it?*
6		A. Wh-pronouns: who, which, whose, whom, what, that, how many, how much *I know who came.* *That's what I said.* B. Wh-word + infinitive: *I know what to do.* *I know who(m) to take*	A. could, would, should, might + verb: *might come, could be* B. Obligatory does, did + verb C. Emphatic does, did + verb			because	A. Obligatory do, does, did: *Do they run? Does it bite? Didn't it hurt?* B. Reversal of modal: *Can you play? Won't it hurt? Shall I sit down?* C. Tag questions: *It's fun, isn't it?* *It isn't fun, is it?*	
7	A. any, anything, anybody, anyone B. every, everything, everybody, everyone C. both, few, many, each, several, most, least, much, next, first, last, second (etc.)	(his) own, one, oneself, whichever, whoever, whatever *Take whatever you like.*	A. Passive with *get*, any tense Passive with *be*, any tense B. must, shall + verb: *must come* C. have + verb + en: *I've eaten* D. have got: *I've got it.*	Passive infinitival complement: With *get*: *I have to get dressed.* *I don't want to get hurt.* With *be*: *I want to be pulled.* *It's going to be locked.*	other negatives: Uncontracted negatives: *I can not go.* *He has not gone.* Pronoun-auxiliary or pronoun-copula contraction: *I'm not coming.* *He's not here.* Auxiliary-negative or copula-negative contraction: *He wasn't going.* *He hasn't been seen.* *It couldn't be mine.* *They aren't big.*			why, what if, how come, how about + gerund: *Why are you crying? What if I won't do it? How come he is crying? How about coming with me?*
8			A. have been + verb + ing had been + verb + ing B. modal + have + verb + en: *may have eaten* C. modal + be + verb + ing: *could be playing* D. Other auxiliary combinations: *should have been sleeping*	Gerund: *Swinging is fun.* *I like fishing.* *He started laughing.*		A. where, when, how, while, whether (or not), till, until, unless, since, before, after, for, as, as + adjective + as, as if, like, that, than *I know where you are.* *Don't come till I call.* B. Obligatory deletions: *I run faster than you* [*run*]. *I'm as big as a man* [*is big*] *It looks like a dog* [*looks*] C. Elliptical deletions (score 0): *That's why* [*I took it*] *I know how* [*I can do it*]. D. Wh-words + infinitive	A. Reversal of auxiliary have: *Has he seen you?* B. Reversal with two or three auxiliaries: *Has he been eating? Couldn't he have waited? Could he have been crying? Wouldn't he have been going?*	whose, which, which + noun: *Whose car is that? Which book do you want?*

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